



2017-18 EL Coordinators' Meeting



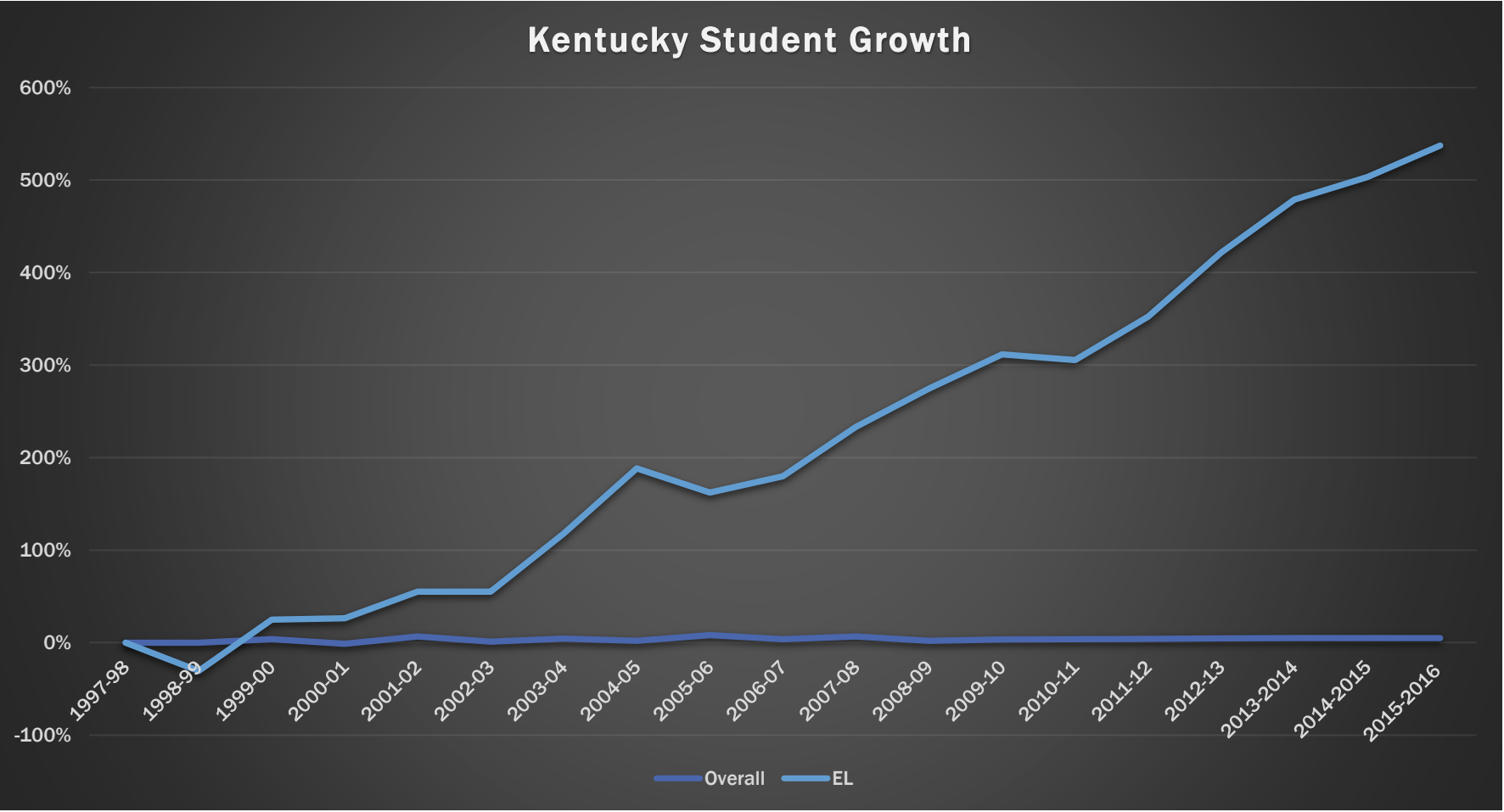
Gary Martin

EL / Title III Consultant

ONGL-Division of Learning Services

Diverse Learners Branch

Kentucky EL Growth 1998 - 2016



Kentucky EL Growth 1998-2016

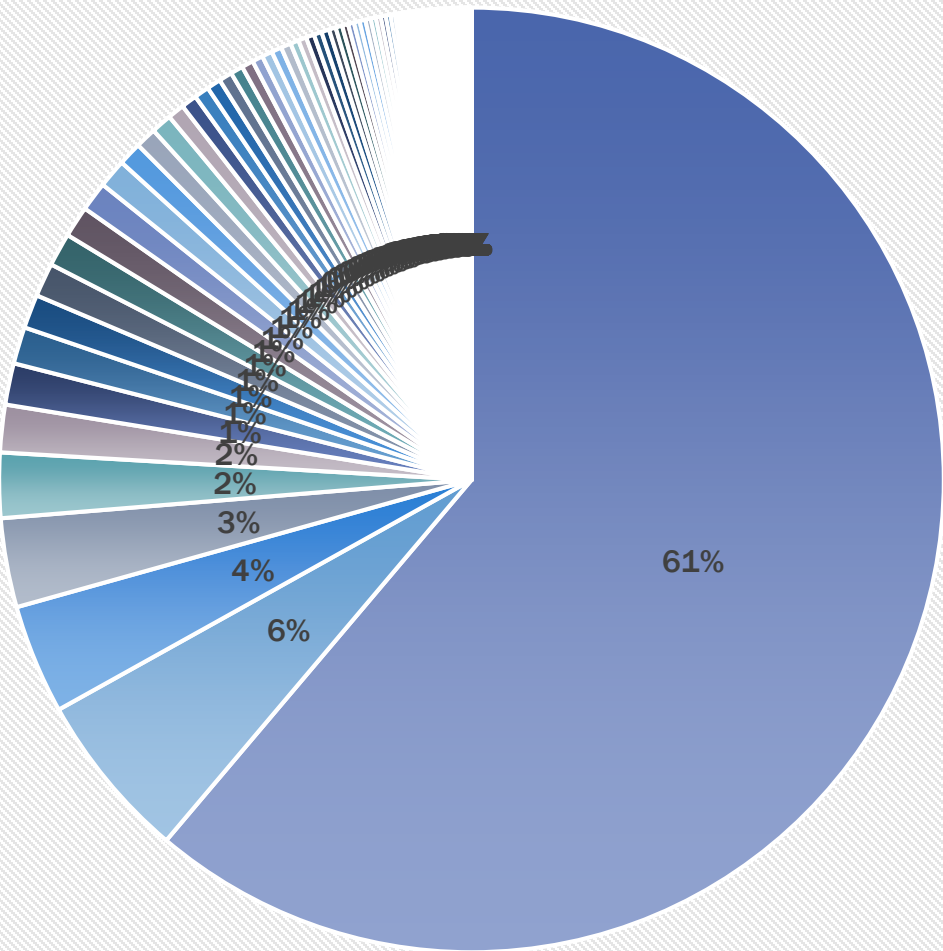


Year	Total Enrollment	Growth from 97-98	EL Enrollment	Growth from 97-98
1997-98	623,656	0%	3,878	0%
1998-99	623,570	0%	2,693	-30.60%
1999-00	648,180	3.90%	4,847	25%
2000-01	615,921	-1.20%	4,897	26.30%
2001-02	665,850	6.80%	6,017	55.20%
2002-03	630,461	1.10%	6,017	55.20%
2003-04	650,227	4.30%	8,446	117.80%
2004-05	636,880	2.10%	11,181	188.30%
2005-06	674,583	8.20%	10,171	162.30%
2006-07	646,634	3.70%	10,846	179.70%
2007-08	666,225	6.80%	12,919	233.10%
2008-09	636,188	2%	14,525	274.50%
2009-10	644,963	3.40%	15,957	311.50%
2010-11	647,827	3.90%	15,721	305.40%
2011-12	649,688	4.20%	17,547	352.50%
2012-13	652,317	4.60%	20,231	421.70%
2013-14	654,289	4.91%	22,517	478.90%
2014-15	655,642	5.10%	23,394	503.25%
2015-16	655,475	5.10%	24,707	537.10%

Kentucky Languages



2016-17 Languages (134)



- Spanish
- Arabic
- Somali
- Swahili
- Nepali
- Japanese
- Karen
- Kinyarwanda
- Chinese, Mandarin
- French
- Bosnian
- Mai Mai
- Burmese
- Gujarati
- Vietnamese
- Chin Haka
- Karenni
- Chinese
- Other
- Turkish
- Kirundi
- Korean
- Albanian
- Hindi
- Telugu
- Russian
- Ukrainian
- Tagalog
- Pohnpeians
- Urdu
- Wolof

Kentucky Top Languages



Kentucky Top 10 Languages 2016-17



EL/Title III 2017-2018 Timeline

Dates	Purpose
September 12-13: Developing High Challenge/High Support Lessons for English Learners October 31 –November 1: Follow-up session (Frankfort)	<ul style="list-style-type: none"> Workshop strategies developed through Stanford University’s Understanding Language initiative Participants engage in upper elementary and middle school exemplars that scaffold the reading of complex texts for English Learners. Participants design and implement lessons/units
September 2017: Foundational Concepts Online Module Companion Guide (WIDA eLearning using Online Modules)	<ul style="list-style-type: none"> WIDA provides participants tutorials and materials to work with a PLC group to build capacity in a school or district around ELs and English language development within academic settings
October 1 – IC Data for USED	<ul style="list-style-type: none"> USDE report on EL Enrolled as of October 1 (districts need to check for Critical Errors and EL information in Infinite Campus before October 1)
November 29-30: Scaffolding Workshop (WIDA facilitator Allyson Newton) (Frankfort)	<ul style="list-style-type: none"> Two-day WIDA Scaffolding Workshop will be interactive and focused on expanding instructional practices that foster high challenge and high support learning opportunities for students
February 19, 2018 : Scaffolding Extension webinar (Online)	<ul style="list-style-type: none"> Extension for the Scaffolding Workshop. Goes beyond the workshop and goes deeper into the content Provides an additional resource to reinforce and build on the learning that occurred in the workshop



EL/Title III 2017-2018 Timeline

Dates	Purpose
January 2018 – May 2018 Consolidated Monitoring	<ul style="list-style-type: none"> • 14 districts randomly selected in fall of 2017 • http://education.ky.gov/federal/progs/scmi/Pages/default.aspx
January – February ACCESS Testing	Federally required English proficiency assessment <ul style="list-style-type: none"> • Check DAC emails • Chris.williams@education.ky.gov (OAA)
January – Declaration of Participation forms to Superintendent	<ul style="list-style-type: none"> • From Division of Budget and Financial Management • First step in applying for Title III • Consultation with PNP
March 16– State LEP Extract	<ul style="list-style-type: none"> • Initial count for determining Title III allocations
April 16 – Intent to Participate completed in GMAP	<ul style="list-style-type: none"> • Count is not final and allocations will be tentative
Spring 2018 – End of the Year Trainings	<ul style="list-style-type: none"> • Regional training sessions for EL Coordinators
May 1 – 31 Infinite Campus Data Clean up	<ul style="list-style-type: none"> • Districts run LEP Extract in Infinite Campus and correct Critical Errors
June 1, 2018 – KDE runs LEP Extract in IC State Edition; Immigrant Ad Hoc run* (Immigrant also run in September)	<ul style="list-style-type: none"> • Used to obtain final count for Title III EL and Immigrant Subgrants allocations • SEEK allocations
June 1– Title III Subgrant Plan and Budget Applications due in Grant Management Application and Planning (GMAP) system	<ul style="list-style-type: none"> • Required by USED to receive Title III Subgrant funds • Annual Performance Report (APR) submitted as part of GMAP Program Details - Information required by the USED for annual Consolidated State Performance Report (CSPR)



LEAs Legal Obligations under Title VI of Civil Rights Act of 1964 and Equal Educational Opportunities Act (EEOA)

Title III funds are supplemental to district EL program



Legal Obligations of Districts to ELs under Title VI of the Civil Rights Act and EEOA

LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services:

- Identify and assess all potential EL students
- Provide EL students with a language assistance program that is educationally sound and proven successful
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
- Avoid unnecessary segregation of EL students



Legal Obligations of Districts to ELs under Title VI of the Civil Rights Act and EEOA

- Ensure EL students suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner
- Meet the needs of EL students who opt out of language assistance programs
- Monitor and evaluate EL students
- Exit EL students from program when they are proficient in English
- Monitor exited students
- Evaluate the effectiveness of a school district's language assistance program
- Ensure meaningful communication with limited English proficient parents



Office of English Language Acquisition (OELA) Tool Kit

- Chapter 2 of the OELA Tool Kit provides a checklist to assist with providing appropriate EL services and programs.



Title VI / EEOA Language Assistance Obligations to LEP Parents



- Develop and implement a process for determining whether parents are LEP and what their language needs are
- Ensure meaningful communication with LEP parents in a language they can understand when practicable
- Notify LEP parents of information about any program, service, or activity of an LEA that is called to the attention of non-LEP parents
- Provide language assistance to LEP parents effectively with appropriate, competent staff or appropriate and competent outside resources

Parent Notification (ESEA Section 1112(e)(3))

Required parental notification on child's identification as an EL and placement in an LIEP

- No later than 30 *calendar* days – beginning of school year
- Within 2 weeks of placement in an LIEP if enrolled after the start of the school year
- Parents of ELs may decline service or type of service
 - ✓ Parent decision must be knowing and voluntary
 - ✓ LEA must still meet Title VI / EEOA obligations
 - ✓ Child must still be annually assessed for ELP





Title III Subgrants

Supplemental funds for implementing EL program

Qualifying for Title III Funds

- ▶ Minimum of \$10,000
 - January/March – Declaration of Participation
 - March 16 EL Extract for tentative allocations
 - Federal allocation/total EL count = per EL student amount
 - April 16 Intent to Participate in GMAP
 - ✓ Stand-alone
 - ✓ Consortium
 - ✓ Decline funds
 - June 1 EL Extract – final EL count





2017-2018 GMAP

Program Details

Title III Intent to Participate



Go To ▶

*** Title III EL Budget Options**

- ☒ District generates \$10,000 or more and will function as a Stand-Alone system. (District will enter a Title III budget in GMAP.)
- ☐ District will act as the Fiscal Agent for other Districts. (District will enter a Title III budget in GMAP.)
- ☐ District will join a consortium to utilize Title III EL funds. (Must Select Fiscal Agent Below)
- ☐ District is releasing ALL generated Title III funds. (District will not complete a Title III budget)
- ☐ District does not receive ANY Title III funds. (District will not complete a Title III budget.)

Fiscal Agent

Select... ▼

Go To ▶

EL OCR Assurances



Go To 

☐ * The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

1. All students/parents/guardians are administered the Home Language Survey (HLS) at enrollment. This survey is kept in the student's cumulative folder.
2. All students who could potentially be identified as EL are assessed with the required state screener to determine English proficiency.
3. EL parents of students are identified and served through translation or interpretation as needed.
4. Students who are identified as EL will receive English learner (EL) services that are educationally sound in theory and effective in practice whether or not the district is receiving Title III funds.
5. All teachers of EL students are providing accommodations as required to make Kentucky Academic Standards (KAS) accessible.
6. For EL students whose parents/guardians have declined EL services, the EL services are provided through the regular academic classrooms/teachers.
7. Students are not retained in grade levels or classes if language acquisition has any part in the decision for retention.
8. All students are receiving culturally appropriate and culturally sensitive instruction in all classes.
9. Students are exited using accepted SEA criteria.
10. Exited students are monitored as required under federal and state regulations. Assistance is provided to monitored students who are not making adequate progress.
11. EL students are eligible for all school and extra-curricular programs.
12. All ELs are age appropriate for the grade level in which they are placed.

District Funding Assurances

Go To

* The LEA assures the that it will comply with the following provisions:

1.	The eligible entity (LEA/school district/consortium) assures that it has developed a district plan for educating all English Learners (EL) students within its jurisdiction and submitted the plan and budget to KDE for approval each year it receives Title III funds. It also assures that a copy of the district EL plan will be provided to all schools receiving Title III funds and that the plan and its contents will be made available to EL families and the public in compliance with open records laws.	* Yes ▼
2.	The eligible entity (LEA/school district/consortium) assures that it will provide equal educational opportunities to all EL and immigrant students and uphold such rights regardless of citizenship or nationality status, as provided under Titles IV and VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, Sec. 204(f), and as affirmed in the Supreme Court ruling in Plyler v. Doe, (1982), and any other civil rights guaranteed by federal law.	* Yes ▼
3.	The eligible entity (LEA/school district/consortium) assures that it will expend all Title III funds to improve the education of EL children by assisting the children to speak, read, write and comprehend the English language and to meet challenging state content and performance standards.	* Yes ▼
4.	The eligible entity (LEA/school district/consortium) with substantial increases in immigrant children and youth students assures that it will use Title III immigrant funds in a manner consistent with activities under ESEA Sec. 3114 (d) of Title III.	* Yes ▼
5.	The eligible entity (LEA/school district/consortium) assures that its proposed EL plan is based on effective approaches and methodologies for teaching EL students.	* Yes ▼
6.	The eligible entity (LEA/school district/consortium) assures that its proposed EL plan describes how language instruction programs will ensure that EL students develop English proficiency.	* Yes ▼
7.	The eligible entity (LEA/school district/consortium) assures that all teachers in its EL programs are fluent in English and any other language used for instruction, including written and oral communication skills.	* Yes ▼
8.	The eligible entity (LEA/school district/consortium) assures that it will use Title III funds in ways that will build district and school capacity to continue to offer effective language instruction educational programs for EL students. This includes allocating Title III funds for effective professional development.	* Yes ▼
9.	The eligible entity (LEA/school district/consortium) assures that its EL and immigrant programs, strategies and funding allocations are aligned and integrated with the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plans (CSIP).	* Yes ▼
10.	The eligible entity (LEA/school district/consortium) assures that a Program Services Plan (PSP) will be developed for each EL student in the district. The Program Services Plan will, at a minimum, include all essential elements required by ESEA Section 1112(e)(3) and Kentucky's Regulations on Inclusion of Special Populations in State Assessment and Accountability (703 KAR 5:070).	* Yes ▼
11.	The eligible entity (LEA/school district/consortium) assures that all EL students enrolled on the first day of the Kentucky State-Required Assessment testing window shall be assessed in all parts of the state-required assessments and their scores shall be included in accountability calculations consistent with state law, unless the students are in their first year of enrollment in a United States (U.S.) school.	* Yes ▼
12.	The eligible entity (LEA/school district/consortium) assures that parents/legal guardians of all EL students in the district will be notified within 30 calendar days after the beginning of the school year of a) the reason for their child's identification as EL, b) the child's level of English proficiency, c) the child's program instructional services, d) the specific exit requirements for the program, and e) parental rights to opt out of services or to seek alternative services as outlined in ESEA Section 1112(e)(3) and in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act. For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the eligible entity (LEA/school district/consortium) assures that it will carry out subsections (a) through (e) within two (2) weeks of the child's being placed in such a program.	* Yes ▼
13.	The eligible entity (LEA/school district/consortium) assures that it will implement an effective means of outreach to promote parent, family, and community engagement activities for EL and immigrant students as outlined in ESEA Section 3115(c)(3).	* Yes ▼
14.	The eligible entity (LEA/school district/consortium) assures that it will determine primary or home languages of EL children through the use of a home language survey administered to all students enrolled in the district as a first screening process to identify students as English learners (703 KAR 5:070).	* Yes ▼
15.	The eligible entity (LEA/school district/consortium) assures that it will submit to the Kentucky Department of Education all demographic and programmatic information, including the requirements of ESEA Sec. 3121 of Title III, pertinent to the implementation of the Title III program and the provision of services to EL and immigrant students.	* Yes ▼
16.	The eligible entity (LEA/school district/consortium) assures that it developed its proposed EL and immigrant plans in consultation with teachers, school administrators, parents, researchers, and if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education.	* Yes ▼
17.	The eligible entity (LEA/school district/consortium) assures that it has consulted with non-public schools within its area of service in the development of the district EL plan, and that it will administer and provide on an equitable basis educational services to EL students in non-public schools through a public agency or a contractual entity independent of the non-public schools or religious organizations.	* Yes ▼
18.	The eligible entity (LEA/school district/consortium) assures that all Title III funds will supplement, but in no case supplant, federal, state and local public funds for programs for EL and immigrant students as set forth in Sec. 3115 (g) of Title III.	* Yes ▼
19.	The eligible entity (LEA/school district/consortium) assures that at the end of the fiscal year it will submit to the KDE Title III Program an Annual Performance Report (APR) evaluating the EL and immigrant plans to include a description of programs and activities and of the progress made by EL and immigrant students towards attaining English language proficiency and meeting state academic achievement standards as set forth in Sec. 3121 of Title III.	* Yes ▼



GMAP Common Issues

- Staffing
- Translation/interpreters
- Professional Development
- In district transportation
- Food/snacks
- 0600 – General Supplies
- District Funding Assurances
- Parent, family and community engagement





	STANDS FOR . . .	WHAT OTHER QUESTION DO I ASK?
A	All students?	What is the instructional program/service provided to all students?
C	Civil rights?	What does the LEA do to meet civil rights requirements?
R	Regulations?	What services is the LEA required to provide, according to other federal, state and local laws or regulations?
E	Existed previously?	Was the program/service previously provided with state, local and other federal funds?

2017-2018 Consolidated Monitoring

Title III/English Learners



Statewide Consolidated Monitoring Process

- ▶ 14 Districts
 - Selected and notified in November
- ▶ 9 Programs
 - Alternative Education
 - Career and Technical
 - Gifted and Talented
 - IDEA
 - Preschool
 - Title I, Part A
 - Title II, Part A
 - Title III - English Learners (EL)
 - Title V, Part A, Subpart 2



Title III Monitoring Document



1. ELD Standards [Title VI of the Civil Rights Act of 1964], [ESEA Sec. 1111(b)(1)(F)]	Yes	No	N/A	Recommended Documentation	Comments
a. Has the district disseminated the State ELD Standards (WIDA) to schools and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training Dates Agendas Web links	Click here to enter text.
b. Has the district implemented the ELD Standards including training, curriculum development, and/or related activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training dates Agendas Curriculum maps	Click here to enter text.

Title III/EL Indicators

1. ELD Standards
2. ELP Identification and Assessment
3. Instructional Program and Educational Approaches for EL Students
4. Immigrant Children and Youth
5. Private School
6. Fiscal Requirements
7. Teacher Education and Professional Development
8. Parent, family and community engagement
9. Program Annual Evaluation



District Self Assessment

Instructional Practices		
Yes	No	Description
<input type="checkbox"/>	<input type="checkbox"/>	All students are administered the Home Language Survey (HLS) and surveys kept on file.
<input type="checkbox"/>	<input type="checkbox"/>	All students identified as potential ELs based on HLS are administered the WIDA Screener Online if grades 1-12 and W-APT if Kindergarten.
<input type="checkbox"/>	<input type="checkbox"/>	A committee develops a Program Service Plan (PSP) for identified EL students.
<input type="checkbox"/>	<input type="checkbox"/>	The district provides regular training to enrollment staff on EL and immigrant rights. The district has standardized procedures for administering the HLS.
<input type="checkbox"/>	<input type="checkbox"/>	The WIDA English Language Development (ELD) Standards are used by all staff who provide services to ELs.
<input type="checkbox"/>	<input type="checkbox"/>	Parents receive notification through the PSP within 30 calendar days at the beginning of the school year or within two weeks during the school year. The district takes the proper measures to ensure parents understand their rights.
<input type="checkbox"/>	<input type="checkbox"/>	The district provides translation/interpreter services for parent communications when requested.
<input type="checkbox"/>	<input type="checkbox"/>	The district employs EL certified staff to adequately implement the EL services and program. Annual training is provided.
<input type="checkbox"/>	<input type="checkbox"/>	Regular education receive training on EL strategies and WIDA ELD Standards.
<input type="checkbox"/>	<input type="checkbox"/>	Exited students are monitored throughout the year and actions are taken for any students struggling academically during these transition years.
<input type="checkbox"/>	<input type="checkbox"/>	PSPs and accommodation information/training provided to all staff providing services to ELs.
<input type="checkbox"/>	<input type="checkbox"/>	The district and schools policies and procedures ensure ELs have equal access to all programs and services as never ELs.
<input type="checkbox"/>	<input type="checkbox"/>	The district and schools work together to engage EL families.
<input type="checkbox"/>	<input type="checkbox"/>	The district updates and verifies EL data on regular basis in Infinite Campus (IC).
<input type="checkbox"/>	<input type="checkbox"/>	The district updates and verifies immigrant data on regular basis in IC.
<input type="checkbox"/>	<input type="checkbox"/>	The district monitors and evaluates the effectiveness of EL services in all schools.
<input type="checkbox"/>	<input type="checkbox"/>	The district provides sufficient funds for carrying out the EL program (This does not include any Title III funds).
<input type="checkbox"/>	<input type="checkbox"/>	The district identifies and provides dual services for EL students with disabilities (ELSWD).
<input type="checkbox"/>	<input type="checkbox"/>	The district annually evaluates the EL program and if necessary makes revisions.
Comments		
Click here to enter text.		



Additional Data

- Number/Pct. of students who opt out
- Number/Pct. of ELSWD
- Number/Pct. of GT/AP



DACA (Deferred Action for Childhood Arrivals) rescinding and impact on K-12 students

- Undocumented students are afforded protections under Plyler v. Doe, the Family Educational Rights and Privacy Act (FERPA).
- All students in this country, including undocumented, refugee and unaccompanied children, have a right to a free public education.
- Plyler v. Doe ruled that undocumented students have a constitutional right to receive a free public K-12 education.
 - [DOJ Questions & Answers on enrollment](#)
- Under FERPA, schools are prohibited, without parental consent, from providing information from a student's file to federal immigration agents if the information would potentially expose a student's immigration status.
 - [FERPA For Parents and Eligible Students](#)



FACT SHEETS

OCR and DOJ created two facts sheets:

1. *Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs*
 - This fact sheet provides an overview of the joint guidance, but does not attempt to comprehensively address all of the issues in the guidance.
 - The fact sheets focuses on the responsibilities of school districts.
 2. *Information for Limited English Proficient Parents and for Schools and School Districts that Communicate with Them*
 - This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.
- ▶ The facts sheets are available in 11 languages



Links to Resources

English Learner Tool Kit

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents

<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

ED and DOJ Guidance on English Learners

<http://www.justice.gov/crt/about/edu/documents/elsguide.php>

National Clearinghouse for English Language Acquisition (NCELA) <http://ncela.ed.gov/>



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